DOCUMENT RESUME

ED 287 899 TM 870 682

TITLE	Guidelines for Administration: Grade 12 Diploma Examinations, June 1987.
INSTITUTION	Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE	Apr 87
NOTE	26p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Role; *Examiners; Foreign Countries; *Graduation Requirements; Guidelines; High Schools; *Minimum Competency Testing; State Programs; State Standards; Testing Programs; Test Manuals
IDENTIFIERS	Alberta; *Alberta Grade Twelve Diploma Examinations; Canada

ABSTRACT

General guidelines for administering the Grade 12 Diploma Examinations for June 1987 in Alberta, Canada, include shipping dates of the tests, a schedule for returning examinations, securing test materials, and handling walk-in candidates. Additional information includes what to do about students who arrive late, violation of examination rules, statements of test results, and the use of scribes. The duties of the superintendent and the school board with regard to the examination process are delineated, along with the responsibilities of the school principal (or chief presiding examiner) and the teachers. The superintendent is responsible for delivering the appropriate materials to each school; the principal must make a supervision schedule, select examination rooms and ensure strict test security; and the teachers act as the presiding examiners on the day the test is given. General examination rules are thoroughly covered in the manual, and addresses of Alberta education offices are given for anyone seeking additional information. Finally, the appendices include detailed policies for learning disabled and physically disabled students writing diploma examinations. (KSA)

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ED 287899

Guidelines for Administration

GRADE 12 DIPLOMA EXAMINATIONS • JUNE 1987

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Student Evaluation Branch

TM 870 682

Alberta EDUCATION

Published April 1987

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*This information reflects changes or clarification in the administration guidelines.

NOTE: For further information, please consult the 1986-87 General Information Bulletin distributed in September 1986 by the Student Evaluation Branch.

1. JUNE 1987 EXAMINATION SCHEDULE

DATE	TIME	SUBJECT
Wednesday, June 10	9:00 -- 11:30 am	Langue et Littérature 30 Partie A*
Thursday, June 11	9:00 -- 11:30 am	English 30 Part A*
		English 33 Part A*
Monday, June 22	9:00 -- 11:30 am	Social Studies 30
	1:00 -- 3:30 pm	Chemistry 30
Tuesday, June 23	9:00 -- 11:00 am	English 30 Part B
		English 33 Part B
	1:00 -- 3:30 pm	Physics 30
Wednesday, June 24	9:00 -- 11:30 am	Mathematics 30
Thursday, June 25	9:00 -- 11:30 am	Biology 30
Friday, June 26	9:00 -- 11:00 am	Langue et Littérature 30 Partie B

*Part A denotes the written-response sections of the English 30, English 33, and Langue et Littérature 30 examinations.

2. GENERAL INFORMATION

2.1 Shipping Dates

The diploma examinations will be shipped to the jurisdiction offices on May 25, 1987. If your school has not received the shipment by June 3, 1987, please contact your jurisdiction office. If there are errors or deficiencies in the shipment, please contact the Student Evaluation Branch at 427-5306.

2.2 Schedule for Returning Examinations

June 11 — Principals will ensure that all English 30 Part A, English 33 Part A, and Langue et Littérature 30 Partie A examination materials are delivered to the jurisdiction office by the end of the school day.

June 12 — JURISDICTIONS WILL SHIP TO THE STUDENT EVALUATION BRANCH ALL ENGLISH 30 PART A, ENGLISH 33 PART A, AND LANGUE ET LITTERATURE 30 PARTIE A EXAMINATION MATERIALS COMPLETED BY STUDENTS.

June 25 — Principals will ensure that all other examination materials are delivered to the jurisdiction office by the end of the school day unless the school has students writing Langue et Littérature 30.

June 26 — Jurisdictions will ship all other examination materials to the Student Evaluation Branch including Langue et Littérature 30 examinations.

2.3 Security of Examination Materials

The Student Evaluation Branch takes every possible precaution to ensure that the examination items remain secure. Superintendents and principals are required to take steps to guard against the loss of examinations prior to the administration. Should a serious loss occur, the Student Evaluation Branch would either cancel the provincial administration or postpone the writing date until a replacement examination could be printed for the province. We ask your assistance to help prevent, by whatever method possible, a breach of security. If a breach of security does occur, please notify the Director of the Student Evaluation Branch immediately so that the seriousness may be determined and the appropriate action taken.

All of the June USED examination booklets and answer sheets with student responses on them must be returned for marking. Examination booklets and answer sheets USED by students are confidential and must be secured.

UNUSED examination booklets and answer sheets are to be left in the school. USED Readings and Questions booklets for English 30 Part B, English 33 Part B, Langue et Littérature 30 Partie B, and data booklets should remain in the school. The school principal shall ensure that sufficient booklets are kept on file and made available to teachers and students upon request.

2.4 Walk-in Candidates

Unregistered students are requested to write at the most conveniently located high school. Principals are requested to make the appropriate writing arrangements for these students. Non-semestered schools are expected to make provisions for possible walk-in students in the January administration.

At the time of writing, walk-in students are required to present proper identification that includes a photograph and a signature. If, however, walk-in students are unable to do so, it is suggested that they be allowed to write and be asked to provide identification promptly after the writing. It is suggested that the Chief Presiding Examiner hold the examination for a maximum period of one day to enable a student to produce identification. If a student does not produce proper identification, this should be recorded on the Statement of the Chief Presiding Examiner and returned to Alberta Education with the examination.

Please note that the results of any students who write a diploma examination at a school, but who are not registered in the diploma examination course in that school, will NOT appear on the summary of that school's marks. The marks of students with mature status are confidential and therefore are not reported to any school. The marks of other students who walk in are reported to the school in which the student is registered.

Principals are expected to ensure that their students write at the school where they are registered, except under extenuating circumstances.

2.5 Late Arrivals

Candidates who arrive more than one hour after the actual starting time for an examination will be allowed to write only if, in the opinion of the presiding examiner, circumstances were sufficiently extenuating.

2.6 Langue et Littérature 30

Langue et Littérature 30 is being offered as part of the regular diploma examination program beginning in January 1987. Students must complete both parts A and B of the Langue et Littérature 30 Diploma Examination to obtain credit for this course. To obtain a diploma, students must also receive credit in English 30 or English 33.

2.7 Violation of Examination Rules

Students who violate the examination rules will not have their examinations marked and may be prevented from writing any other Alberta Education examination for a period of one year.

2.8 Results Statements

Results statements will be mailed to students no later than July 22, 1987. Beginning in January 1987, the results statements and transcripts will include an annotation indicating the special circumstances under which learning or physically disabled students wrote.

Please bring the rescore deadline to the attention of your students. All rescore requests for the June administration must be received no later than August 11, 1987.

2.9 Special Circumstances

Because of its commitment to the provision of equitable access to educational opportunities for all students, Alberta Education wishes to ensure that every reasonable effort is made to meet the needs of all Alberta students. Therefore, physically or learning disabled students must be given a reasonable opportunity to demonstrate their competencies in diploma examination subjects.

Please refer to Appendices I and II for a complete policy statement, including guidelines and procedures regarding learning and physically disabled students who write diploma examinations.

2.10 Use of Scribes

If a scribe is appointed to assist a candidate during an examination, the following procedures apply:

- A scribe may assist in reading an examination booklet to a candidate and/or recording the candidate's answers. A scribe may not improve a student's response by rewording or otherwise changing the student's answer. The student's response must be recorded with NO change of any kind.

- A scribe or sign language interpreter may not:
  a. ask leading questions;
  b. provide suggestions or interpretations of any kind;
  c. correct spelling or grammar;
  d. make any changes to the student's work unless directed to do so by the student.

- The school jurisdiction is responsible for the appointment of a scribe and for expenses incurred.

- Under section 6(2) of ***Examination Regulation 531/82***, a scribe shall not be a relative, teacher, or former teacher of the candidate. The scribe has the same duties and responsibilities as a presiding examiner.

- An examination administered by a scribe will take place in a separate writing area so that other students who are writing the examination are not disturbed.

- Prior to the date of writing, the Chief Presiding Examiner will consult with the appointed scribe to determine the amount of additional writing time to be given.

- The scribe will present the Statement of Scribe and Presiding Examiner to the Chief Presiding Examiner to certify that the procedures were known and observed.

- The Chief Presiding Examiner must record on the Statement of the Chief Presiding Examiner that a scribe assisted the particular candidate and attach the Statement of Scribe and Presiding Examiner to it.

- A scribe-assisted candidate must be supervised by a specially designated presiding examiner.

- The scribe cannot act as the presiding examiner.

3. SUPERINTENDENT AND SCHOOL BOARD - DUTIES AND RESPONSIBILITIES

1. Contact the Student Evaluation Branch if you have not received your examination materials by June 1, 1987.

2. Inspect the examination materials received for your jurisdiction.

   a. Open the package labelled Materials for Superintendent.
   b. Compare the materials received against the packing slip. If any error or deficiency is noted, please contact the Student Evaluation Branch at 427-5306.
   c. Maintain strict security of the examination materials.
   d. The Guidelines for Administration is a sample of the materials provided for principals. Extra examination materials and application forms are provided should any school require additional materials.

3. Deliver the appropriate materials to each school. Forward the materials for English 30 Part A, English 33 Part A, and Langue et Littérature 30 Partie A to the schools immediately. Delivery of the remaining examinations is left to the superintendent's discretion.

4. Ensure that the examinations are administered in accordance with *Examination Regulation 531/82* and any directives issued by the Director of the Student Evaluation Branch of Alberta Education.

5. Supervise the collection of examination materials from the schools according to the schedule provided on page 1.

6. Return the examination materials immediately. Jurisdictions in zones 1, 4, 5, and 6 will return materials according to the instructions received from their Regional Office. Jurisdictions in zones 2 and 3 will return materials directly to the Student Evaluation Branch receiving area at the Legislature Annex, 9718 - 107 Street, Edmonton. The receiving hours are 9:30 am to 7:00 pm. Labels are provided for your use in returning the examination materials.

   All materials are to be returned collect by truck transport or courier. PLEASE DO NOT RETURN MATERIALS BY MAIL OR BY BUS AS THESE TRANSPORTATION METHODS ARE UNRELIABLE AND CONSTITUTE A BREACH OF SECURITY. Each jurisdiction is responsible for all other costs incurred in carrying out the responsibilities noted above.

4. PRIVATE SCHOOLS

For each private school, the Consultant from the Regional Office of Alberta Education designated to perform the duties of the superintendent for the school will attend to the duties and responsibilities outlined for school boards.

1. On the recommendation of the Directors of the Regional Offices of Education, the Student Evaluation Branch will use a trucking service to deliver examination packages to private schools where there is a certified teacher to receive them.

2. For those schools not included in the delivery process, examination materials packages will be delivered to the Regional Offices of Education and distributed to the appropriate consultants. Distribution of these packages should be made in one of the following ways:

   a) by courier (with signatures);

   b) by the consultant or designate;

   c) by designated school personnel who may pick up examination packages from the regional offices (recipient's signature required).

NOTE: Examination packages are not to be mailed out to the schools as this constitutes a "break in custody."

5. SCHOOL PRINCIPAL (CHIEF PRESIDING EXAMINER) - DUTIES AND RESPONSIBILITIES

1. The principal is responsible for supervision schedules, appointments of presiding examiners, the selection of writing rooms, and the strict security of the examinations prior to the writing date.

   - The number of presiding examiners will be appropriate for the number of candidates in the school and the conditions under which the examination is being written.
   - Unless the circumstances are exceptional, a presiding examiner may not be a teacher of the course being examined. To depart from this rule, a principal must obtain approval from the Director of Student Evaluation by June 1, 1987.
   - The rooms used for examinations must be free from diagrams, charts, maps, or other materials whose use could affect the outcome of the examination.
   - Other examinations may be written in the same place and at the same time as the Grade 12 Diploma Examinations provided there is adequate supervision.

2. Open all the boxes and inspect your shipment of examination materials and compare the contents against the enclosed packing slip. The following Chief Presiding Examiner's materials will be enclosed in the shipment:

   a. Chief Presiding Examiner's Kit
      - Guidelines for Administration
      - two return envelopes
      - two Statement of Chief Presiding Examiner
      - one Certificate of Illness
      - Examination Regulations
      - Student Notification of Separate Writing form
   b. one packing slip for each shipment
   c. one List of Candidates for each shipment
   d. personalized examination materials for each registered candidate in the appropriate subjects
   e. extra copies of examination materials for unregistered candidates in all subjects
   f. extra copies of examination materials for subjects NOT offered during the semester
   g. application forms
   h. Presiding Examiner's Manuals

   NOTE: Please distribute the Presiding Examiner's Manual to your teachers prior to the administration. Appropriate numbers of copies will be shipped with the examinations.
   Verified copies of each examination will no longer be provided.

3. Examinations must NOT be opened until the administration date. To do so is a breach of security. However, the plastic wrap should enable you to count the number of booklets provided. Packages of answer sheets SHOULD be inspected upon arrival.

4. If any errors or deficiencies are found upon thorough inspection of the shipment, follow this procedure:
   a. Contact the jurisdiction office or Regional Office if extra materials are needed.
   b. Contact the Student Evaluation Branch at 427-5306 if there are errors.

5. In sufficient time to begin an examination at the scheduled time, distribute the following materials to the presiding examiners (and the scribe, if necessary):
   - Presiding Examiner's Manual
   - Examination Regulations
   - List of Candidates
   - examination booklets and answer sheets for registered and unregistered candidates
   - application forms
   - data booklets
   - Student Notification of Separate Writing forms

6. Complete the Statement of the Chief Presiding Examiner and report any unusual incidents or departures from normal procedures (i.e. names of candidates with no identification, names of candidates infringing the examination rules, students writing under special circumstances, etc.).

7. Ensure that each answer sheet is placed inside the back cover of the examination booklet, that the booklets are alphabetized, and that the List of Candidates is completed correctly. Package each set of examinations securely in separate bundles and clearly identify the contents.

8. Thoroughly check the examination materials that are to be left in the school for student answer sheets (i.e. check the data booklets, the English Part B, and Langue et Littérature Partie B booklets for answer sheets).

9. Complete the packing slip and enclose it with the Statement of the Chief Presiding Examiner, the List of Candidates, and any other correspondence in the Chief Presiding Examiner's return envelope.

10. Ensure that a Statement of the Chief Presiding Examiner and the appropriate List of Candidates are enclosed with the English 30 Part A, English 33 Part A, and Langue et Littérature 30 Partie A examinations. Please forward these examinations to your jurisdiction office immediately after the administration on June 11, 1987. Ensure that the examinations are securely wrapped so that the security will not be compromised.

11. Forward all other packaged examination materials to your jurisdiction office on June 25, 1987 unless you have students writing Langue et Littérature 30. Then forward your materials on June 26, 1987.

6. TEACHERS (PRESIDING EXAMINERS) - DUTIES AND RESPONSIBILITIES

1. Administer the examinations according to the following procedure:

- Distribute personalized examination materials to each registered candidate.

- Distribute extra copies of the examination materials to the unregistered candidates.

- Verify the identity of each candidate. (A candidate whose name does not appear on the List of Candidates must present personal identification with a photograph and a signature. Please check the identification and signature for candidates that you do not know personally.)

- ASK REGISTERED CANDIDATES TO CHECK THAT THE INFORMATION ON THE ANSWER SHEETS IS CORRECT. ASK THEM TO CROSS OUT COMPLETELY ANY INCORRECT INFORMATION AND CLEARLY PRINT IN THE CORRECTIONS. Blank answer sheets are included in the shipment to replace defective copies. Please DO NOT use a registered student's answer sheet for an unregistered student as the mark will be assigned to the registered student.

- Ask all candidates to complete the necessary information on the back cover of the examination booklet.

- Ask unregistered candidates (any candidate whose name does not appear on the List of Candidates) to complete an application form, a blank answer sheet, and the back cover of the examination booklet. Ask unregistered candidates who are writing more than one examination to complete one application form for each subject. Ask unregistered candidates to fill out only one application form for both parts of the English 30 or the English 33 examination.

- Review the examination rules and the allotment of writing time with the candidates. Ask candidates to read the instructions page in the examination booklet.

- Ask candidates to tear out the pages provided for rough work in the back of the mathematics and science examination booklets.

- Ask candidates to place the answer sheet (and application form, where applicable) inside the back cover of the examination booklet when the examination has been completed or the time has elapsed. Check to ensure that the above instructions have been followed as candidates hand in their examination materials.

- If students use extra pages for their written work, please staple these pages into the booklet and initial each page.

- Dispose of all rough-work pages for the mathematics and science examinations. Check the data booklets for answer sheets that students may have misplaced.

2. Ensure that the rules and regulations are followed. Document any unusual circumstances and inform the Chief Presiding Examiner (principal).

3. Complete the List of Candidates. Arrange the examinations in alphabetical order, and then check that all the information on the booklet corresponds to all the information given on the List of Candidates. Use a blue pen to check off the subject the candidate wrote. Add the unregistered candidates in alphabetical order in the space provided at the end of the List of Candidates. If a candidate was registered to write a particular subject (indicated by an asterisk) and did not write, place an "N/W" (not written) in the appropriate column (see next page for sample).

4. The scribe and presiding examiner complete the Statement of Scribe and Presiding Examiner to certify that the procedures governing the use of scribes were known and observed. Refer to the 1986-87 General Information Bulletin, page 5.

5. Forward all the examination materials to the Chief Presiding Examiner immediately.

sample

ALBERTA EDUCATION - DIPLOMA EXAM SYSTEM
JUNE 1985 DIPLOMA EXAMINATIONS
LIST OF CANDIDATES (SCHOOL COPY)

WRITING CENTRE: 0000 MT. ROBSON SECONDARY SCHOOL

LEGEND: (F) - REGISTERED TO WRITE EXAM IN FRENCH

ALBERTA STUDENT ID	STUDENT NAME SURNAME/GIVEN NAMES		SEX	BIRTH-DATE YY-MM-DD	EXAMINATION SUBJECTS: ENGLISH 30 PT B	SOC STD 30	MATH 30	BIOLOGY 30	CHEM 30	PHYSICS 30	ENGLISH 33 PT B	TOTAL SUBJECTS
6711-0934-1	APPLEYARD	MARY	F	67-11-18						✓		1
6602-0002-3	BROWNING	PETER	M	66-02-15	NW	✓		✓				3
6601-6742-4	COPELAND	ROBERT	M	66-01-11				✓			✓	1
6606-9482-3	DICKENS	AARON	M	66				✓			NW	3
6610-6534-4	EMERSON	CHARLES	M	66								1
6507-0002-3	FROST	R. WALDO	M	65-07-11							✓	1
6501-7652-0	GARDINER	ROBERT	M	65-01-14							✓	1
6605-1188-0	HOUSEMAN	EARL S.	M	66-05-04							✓	1
6506-7612-9	ISHERWOOD	CHRIS	F	65-06-15							✓	1
6502-5713-8	RAINE	SUSAN	F	65-02-14	✓							1
6603-6624-7	WHITE	DAN	M	66-03-02	✓							1

This student was registered but did NOT write the examination.

This student was registered and did write the examination.

This student was NOT registered for this particular examination, but did write it.

This student was NOT registered to write any examinations, but did write this one.

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7. EXAMINATION RULES

Each candidate should be thoroughly familiar with these rules. Infringement of any rule may prevent acceptance of the candidate's examination. As well, the candidate may be prevented from writing any other Alberta Education examination for a period of one year.

1. Candidate Identification
   Personal identification with a signature and a photograph will be requested. One of the following documents will be acceptable: driver's licence, passport, or students' union card.

2. Time
   Examinations must be written during the specified times. Candidates may not hand in a paper until at least one hour of the examination time has elapsed.

3. Entrance to the Examination Room
   Candidates may not enter or leave the examination room without the consent of the presiding examiner. Candidates who arrive more than one hour after the starting time for an examination will be allowed to write only if, in the opinion of the presiding examiner, circumstances are sufficiently extenuating.

4. Material Exchanges
   Neither copying nor exchanging of material between candidates is allowed. No notes, papers, or books may be brought into the examination room (for exceptions see #9 below). Candidates must not talk, whisper, or exchange signs with one another.

5. Discussion
   Candidates may not discuss the examination with the presiding examiner, except when the examination is incomplete or illegible.

6. Answer Sheets
   Only an HB pencil may be used to record answers on the multiple-choice answer sheet.

7. English Examinations
   All work for the English 30 Part A examination, English 33 Part A examination, and Langue et Littérature 30 Partie A examination must be done in the examination booklet. Candidates must write their revised work in blue or black ink.

8. Identification on Examinations
   Only the identification requested is to be entered on the examination booklet.

9. Aids Allowed
   English 30 and English 33: An English dictionary and a thesaurus may be used for Part A only. Langue et Littérature 30: A French language dictionary may be used for Partie A only. Mathematics 30, Chemistry 30, and Physics 30: A separate data booklet will be provided for each of these examinations.
   Slide rules, pocket calculators, rulers, and protractors may be used in ALL examinations, but may NOT be shared by candidates.

10. Materials
    Candidates must provide their own writing materials including pens, HB pencils, calculators, slide rules, or other necessary instruments. Tear-out pages for rough work are provided in each biology, chemistry, mathematics, and physics examination booklet.

8. ALBERTA EDUCATION CONTACTS

For additional copies of this document and for further information contact:

Student Evaluation Branch
Alberta Education
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone: 427-5306

Regional Offices of Alberta Education

Grande Prairie	538-5130
Edmonton	427-2952
Red Deer	340-5262
Calgary	297-6353
Lethbridge	381-5243

For inquiries regarding special circumstances contact:

Secretary
Special Cases Committee
Alberta Education
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone: 427-5306

For inquiries regarding transcripts or diplomas contact:

Student Evaluation Branch
Alberta Education
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone: 427-5306

For the purchase of previous diploma examinations contact:

Learning Resources Distributing Centre
Alberta Education
12360 - 142 Street
Edmonton, Alberta T5L 4X9
Telephone: 427-2767

For inquiries regarding course content and curriculum contact:

Curriculum Branch
Alberta Education
Devonian Building, West Tower
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone: 427-2984

Appendix I

POLICY
SPECIAL CIRCUMSTANCES IN WRITING DIPLOMA EXAMINATIONS FOR LEARNING DISABLED STUDENTS

INTRODUCTORY STATEMENT

The *Goals of Basic Education for Alberta* identify "competency in reading and writing" as the first of the six Goals for Schooling. As a result, the Program of Studies statements for language arts include reading and writing as major objectives for all students. The Diploma Examination Program requires those students wishing an Alberta High School Diploma to demonstrate their competency in reading and writing along with other skills and knowledge. Furthermore, there is a widespread expectation on the part of members of the public that possessors of a high school diploma will in fact be competent in reading and writing.

At the same time many students who are learning disabled possess the ability to understand, synthesize, and communicate ideas, but are unable to demonstrate these skills through the conventional modes of print and the handwritten word.

Because of its commitment to the provision of equitable access to educational opportunities for all students, Alberta Education is obliged to make every reasonable effort to meet the needs of all Alberta students where diploma examination writing is concerned. To that end, Alberta Education has developed the following policy that acknowledges some of the special needs of those learning disabled students who wish to take diploma examinations.

The policy statement, guidelines and procedures are designed to ensure that provisions for meeting the special needs of learning disabled students are applied equitably. Concurrently, the policy is intended to ensure that the goals of the Program of Studies are maintained and that the meaning of the high school diploma is not jeopardized.

The fundamental principles upon which the policy statement is based are these:

1. Learning disabled students must be given a reasonable opportunity to demonstrate their competencies in diploma examination subjects.
2. The special assistance allowed a learning disabled student in completing a diploma examination must not result in there being any misinterpretation of that student's subsequent high school diploma.
3. Fairness to learning disabled students should take into account perceived fairness to other students.
4. The most current and professionally interpreted assessment of a student's learning disability must accompany the request for special examination-taking provisions in order to ensure equity in allowing exceptions to the usual conditions.
5. Special writing provisions should parallel as much as possible any special classroom and/or school procedures used to assist those students who are identified as having learning disabilities.
6. Marking procedures, evaluation criteria, and scoring standards should be the same for those students who take diploma examinations under special conditions as for all students.
7. Requests on behalf of students who require special consideration for taking diploma examinations should be made with the knowledge and consent of the student and his or her parents.

POLICY

In accordance with principles of equity, Alberta Education will, for learning disabled students who wish to take diploma examinations, approve exceptions to the usual procedures.

GUIDELINES

1. Exceptions to usual procedures for taking diploma examinations may be approved for learning disabled students in order that they can demonstrate their competencies in an appropriate manner.
2. For the purposes of this policy, learning disabled students are individuals who manifest no sensory or motor impairment yet suffer from a chronic disorder that may have as its basis either an identifiable or inferred central nervous system dysfunction. Such students are likely to be underachieving relative to their learning potential as indicated by a combination of standardized achievement measures and individual ability assessments.
3. Requests for special writing circumstances for learning disabled students should include the following documentation:

   3.1 Test data from individual ability measures (e.g. WISC-R or Stanford-Binet) and from standardized achievement tests (e.g. Canadian Achievement Test or the Canadian Test of Basic Skills).
   Individual ability data should have been compiled within two years prior to application. Standardized achievement test data should have been compiled within five years, and should have been gathered at least twice in order that instructional and motivational factors can be ruled out as causing the results.
   3.2 Individual ability and achievement tests should be administered and interpreted by a clinician qualified in child development and in psycho-educational assessment. There should be evidence in the test data that the student's estimated learning potential is within the average group for the subject in question even though his or her performance may be below potential.
   3.3 A description of the special assistance usually given to the student during the course of instruction and during regular evaluation in the school should be provided. Anecdotal references to previous school experiences would also be useful.
   3.4 A recommendation for the type of examination writing situation that most closely parallels the assistance usually given to the student should accompany the request for special examination-taking provisions.
4. Special provisions for learning disabled students may include one or more of the following:

   4.1 services of a scribe;
   4.2 tape recorded versions of examinations to accompany printed versions (the necessity to permit a reader is obviated by this provision);
   4.3 use of a word processor or typewriter;
   4.4 use of a tape recorder or dictaphone in lieu of a scribe;
   4.5 additional writing time;
   4.6 other adjustments as approved by the Director of Student Evaluation on request.

5. Requests for permission to use a word processor as in #4.3 should be accompanied by the name and complete description of the word processing software to be used. The assistance of spell-check, grammar or punctuation scans, on-line thesaurus, or style guides is not permitted.
6. Approval of extra writing time will be based on the practice normally followed by the school in evaluating the student. Ordinarily, the provision of extra time will be limited to one hour. To spare the student from unreasonable lengths of time (e.g. five hours or more) spent working on an examination, the total writing time, generally, should not exceed twice the scheduled time.
7. Special provisions actually followed during the examination should be documented and submitted to the Student Evaluation Branch as part of the chief presiding examiner's statement of examination procedures.
8. Alberta Education will indicate on the mark transcript the special circumstances that were allowed in the taking of a particular examination.

PROCEDURES

1. Teachers will identify those students who qualify for special examination writing provisions and will inform the principal of the special assistance those students normally receive. This should be done at the beginning of each school term.
2. At the request of the teacher, and with the full knowledge and consent of the student and his or her parents, the principal will:

    2.1 make application for exceptions to normal examination writing procedures to the Director of Student Evaluation Branch on behalf of the student;
    2.2 submit the application as soon as possible during the term of instruction so that there will be adequate time for decisions to be made fairly, and for special requests to be fulfilled once approval is given;
    2.3 provide thorough and current documentation concerning a student's learning disability (see Guidelines 3.1, 3.2);
    2.4 recommend the most appropriate type(s) of intervention for the student (see Guideline 3.4).
3. Once approval for intervention is received, the chief presiding examiner is responsible for:

    3.1 ensuring that the approved procedures have been appropriately carried out, and that examination security has been maintained;
    3.2 submitting a signed description of the procedures followed to assist the student;
    3.3 including in the statement of examination proceedings details regarding the amount of additional time used by the student, and verifying that no more than the approved amount of additional time was used;
    3.4 appointing a scribe as approved; arranging for appropriate space for scribe, student, and observer; and verifying the accuracy of the scribe's statement of procedure;

3.5 ensuring that necessary hardware and software (e.g. tape recorders, earphones, microphones, word processors) are available, in working order, and in a space appropriate for examination-taking;

3.6 ensuring that security of tape recorded examinations is maintained, and that all tape recordings are returned to the Student Evaluation Branch.

4. Should a scribe be appointed, the scribe is responsible for:

4.1 recording the student's work with *NO* change of any kind;

4.2 presenting a signed description of the procedures that were followed by the scribe to the chief presiding examiner for inclusion with his or her statement of examination proceedings.

5. A scribe may not:

5.1 ask leading questions;

5.2 provide suggestions or interpretations of any kind;

5.3 correct spelling or grammar;

5.4 make any changes to the student's work unless directed to do so by the student.

Appendix II

POLICY
SPECIAL CIRCUMSTANCES IN WRITING DIPLOMA EXAMINATIONS FOR PHYSICALLY DISABLED STUDENTS

INTRODUCTORY STATEMENT

Because of its commitment to the provision of equitable access to educational opportunities for all students, Alberta Education is obliged to make every reasonable effort to meet the needs of all Alberta students where diploma examination writing is concerned. To that end, Alberta Education has developed the following policy that acknowledges some of the special needs of physically disabled students who wish to take diploma examinations.

The policy statement, guidelines and procedures are designed to ensure that provisions for meeting the special needs of physically disabled students are applied equitably. At the same time, the policy is intended to ensure that the goals of the Program of Studies are maintained, and that the meaning of the high school diploma is not jeopardized.

The fundamental principles upon which the policy statement is based are these:

1. Physically disabled students must be given a reasonable opportunity to demonstrate their competencies in diploma examination subjects.
2. The special assistance allowed a physically disabled student in completing a diploma examination must not result in there being any misinterpretation of that student's subsequent high school diploma.
3. Fairness to physically disabled students should take into account perceived fairness to other students.
4. Confirmation by a physician or surgeon that a student's physical disability requires taking diploma examinations with special provision must accompany a request for special circumstances.
5. Special writing provisions should parallel as much as possible any special classroom and/or school procedures used to assist those students who have physical disabilities.
6. Marking procedures, evaluation criteria and scoring standards should be the same for those students who take diploma examinations under special conditions as for all students.
7. Requests on behalf of students who require special consideration for taking diploma examinations should be made with the knowledge and consent of the student and his or her parents.

POLICY

In accordance with principles of equity, Alberta Education will, for physically disabled students who wish to take diploma examinations, approve exceptions to the usual procedures.

GUIDELINES

1. Exceptions to usual procedures for taking diploma examinations may be approved for physically disabled students in order that they can demonstrate their competencies in an appropriate manner.
2. For the purposes of this policy, physically disabled students are individuals who suffer from a permanent or long-standing disability such as vision impairment, a paraplegic or quadraplegic condition, hearing loss, cerebral palsy, etc.

OR

Physically disabled students are those who incur a temporary but disabling injury that will interfere with normal examination writing (e.g. a broken writing hand).

3. Requests for special writing circumstances for physically disabled students should include the following documentation:

   3.1 For students with long-term physical disabilities, current medical reports with respect to examination taking should be presented. Such reports should be interpreted and signed by a medical doctor.
   3.2 For students suffering from temporary disabilities, a similar medical report interpreted and signed by a medical doctor should accompany the request.
   3.3 A description of the special assistance usually given to the student with a long-term disability during the course of instruction and during regular evaluation in the school should be provided. Anecdotal references to previous school experiences would also be useful.
   3.4 A recommendation for the type of examination writing situation that most closely parallels the assistance usually given to the long-term disabled student should accompany the request for special examination-taking provisions.
   3.5 A recommendation for the most appropriate type of examination writing assistance for the temporarily disabled student should accompany the request for special provisions.

4. Special provisions for physically disabled students may include one or more of the following:

   4.1 services of a scribe;
   4.2 services of a person skilled in using sign language to sign examination questions only;
   4.3 tape recorded versions of examinations accompanying printed versions (the necessity to permit a reader is obviated by this provision);
   4.4 specially printed examinations (e.g. large print, braille);
   4.5 use of a word processor, typewriter, or versabrailler;
   4.6 use of a tape recorder or a dictaphone in lieu of a scribe;
   4.7 additional writing time;
   4.8 exemption from writing; and
   4.9 other adjustments as approved by the Director of Student Evaluation Branch on request.

5. Requests for permission to use a word processor as in #4.5 should be accompanied by the name and complete description of the word processing software to be used. The assistance of spell-check, grammar or punctuation scans, on-line thesaurus, or style guides is not permitted.
6. Approval of extra writing time will be based on the practice normally followed by the school in evaluating the student. Ordinarily, the provision of extra time will be limited to one hour. To spare the student from unreasonable lengths of time (e.g. five hours or more) spent working on an examination, the total writing time, generally, should not exceed twice the scheduled time.
7. Special provisions actually followed during the examination should be documented and submitted to the Student Evaluation Branch as part of the chief presiding examiner's statement of examination procedures.
8. Alberta Education will indicate on the mark transcript the special circumstances that were allowed in the taking of a particular examination.

PROCEDURES

1. Teachers will identify those students who qualify for special examination writing provisions and will inform the principal of the special assistance those students normally receive. This should be done at the beginning of each school term when possible.
2. At the request of the teacher, and with the full knowledge and consent of the student and his or her parents, the principal will:

    2.1 make application for exceptions to normal examination writing procedures to the Director of Student Evaluation Branch on behalf of the student;
    2.2 submit the application as soon as possible during the term of instruction so that there will be adequate time for decisions to be made fairly, and for special requests to be fulfilled once approval is given;
    2.3 provide thorough and current documentation concerning a student's physical disability (see Guidelines 3.1, 3.2);
    2.4 recommend the most appropriate type(s) of intervention for the student (see Guidelines 3.4, 3.5).

3. Once approval for intervention is received, the chief presiding examiner is responsible for:

    3.1 ensuring that the approved procedures have been appropriately carried out, and that examination security has been maintained;
    3.2 submitting a signed description of the procedures followed to assist the student;
    3.3 including in the statement of examination proceedings details regarding the amount of additional time used by the student, and verifying that no more than the approved amount of additional time was used;
    3.4 appointing a scribe or sign language interpreter as approved; arranging for appropriate space for scribe, student, and observer; and verifying the accuracy of the scribe's or interpreter's statement of procedure;

3.5 ensuring that necessary hardware and software (e.g. tape recorders, earphones, microphones, word processors) are available, in working order, and in a space appropriate for examination-taking;

3.6 ensuring that security of tape recorded examinations is maintained, and that all tape recordings are returned to the Student Evaluation Branch.

4. Should a scribe be appointed, the scribe is responsible for:

4.1 recording the student's work with *NO* change of any kind;

4.2 presenting a signed description of the procedures that were followed by the scribe to the chief presiding examiner for inclusion with his or her statement of examination proceedings.

5. A scribe or a sign language interpreter may not:

5.1 ask leading questions;

5.2 provide suggestions or interpretations of any kind;

5.3 correct spelling or grammar;

5.4 make any changes to the student's work unless directed to do so by the student.

DISTRIBUTION: Superintendents of Schools
- Chief Presiding Examiners
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Guidelines for Administration
Published April 1987